ELA 9

Exploring Love, Loyalty and Relationships

As we mature, we begin to reflect on ourselves and our relationships with others, including our friends and parents. We know what it is to be loyal to a friend and to have a family that supports us. We also know the challenges that our friends, family, and other relationships can give us. We know what it means to get into disagreements, to be betrayed by a friend, or to hold a grudge. This unit invites us to think more deeply about the relationships that affect our lives and the role that loyalty and love play in those relationships.

Possible Questions for Deeper Understanding:

• Why do people need each other?

• What does it mean to be a loyal and true friend?

• What does it mean to belong and be loyal to our family?

• What does it mean to be in love?

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| Topic | Outcome (to check off in Pschool) | What CAN the students do? | Plan | Assessment | Differentiation | Materials |
| Why Do People Need Each Other? | CC 9.6  CR 9.5 | I can use oral language to interact purposefully, confidently and appropriately in a variety of situations including one-to-one, small group, and large group discussions.  I can demonstrate active listening behaviours | Review Course Introduction and focus questions  Model effective response to quotes on Friendship Opinionnairre.  Students complete opinionairre and share responses in large group discussion.  Before Reading: Discuss fitting in. Is it important? Why? How far do some students go to fit in? What kinds of things do they do to be accepted by others?  During Reading: Create criteria for active listening. Read “Acceptance” aloud and have students answer questions  After Reading: IN pairs, have students consider the meaning and text structure (see handout)  Conclusion: Have students write exit slip explaining how they are like or unlike Sandy. | Discussion checklist – large group and pairs  Exit slip |  | Unit Introduction Handout  Crossroads 9 - Acceptance |
|  | **CC 9.1**  **CC 9.5** | I can create a visual representation that explores the theme of identity  I can explore ideas and express understanding using various visual techniques | Look at the photo accompanying “Acceptance”  Discuss “reading” a visual text:   1. What is the photograph telling? 2. With whom do you identify or sympathize? 3. What is “between the lines” – where is your eye drawn? Who are the characters? What might happen next? 4. Consider the elements and techniques found in the photograph. How do the formal elements of the photograph – colour, lighting, composition, focus – help tell the story? How do the elements make you view the photograph in a certain way?   Review the features of an effective visual text (poster)  Co-create criteria for poster  Students create a poster that represents the theme of being yourself. | Exit slip: Explain how reading a picture is just like reading a story.  **Representing Activity: Rubric Assessment of poster** | Students can choose the medium and method for their poster (sketch, computer, collage) | Crossroads 9 - Acceptance |
| What Does It Mean To Be A True and Loyal Friend | CR 9.2  CR 9.1  CR 9.3  CC 9.6 | I can select and use appropriate before, during and after listening strategies.  I can listen to different oral texts exploring the theme of identity  I can identify how an author has organised a text, used sentence constructions and specific words to convey a message  I can use talk to explore own and others’ ideas and to express understanding. | 1. Before Listening – Discuss what a “real” friend is. 2. During Listening – in pairs  * Students consider what is wrong with the “friendship” presented in the poem. * Students imagine (sketch) the expressions on the faces of the two friends  1. Provide definition and example of irony. 2. Students fill in graphic organiser highlighting the difference between appearance and reality. | Sticky note – definition of irony with example  Discussion Checklist | One side of Graphic Organiser could be filled in for weaker students | “Two Friends” |
|  | CR 9.1  CR 9.2  CR 9.3  **CC 9.9** | I can show that I understand and can respond to different print texts.  I can select and use before , during and after strategies when reading.  I can identify how specific language choices, organisation, sentence construction have been used to convey meaning.  **I can experiment with a variety of text forms and techniques** | 1. Before Reading - Predict what the poem might be about – what can we deduce from the word “art”? 2. During Reading – pick out key words to fill out the stem statement: “To be a friend, you should…” 3. After Reading – students identify the three most important requirements for a true friend. Defend their answer. 4. Review features of a good poem by drawing examples from “Two Friends” and “The Art of Friendship” – co-create criteria 5. Offer specific resources for creating (rhyming generator) 6. Identify concept of *cliché*  - help students to avoid this in their writing 7. Students create poem explaining their view of what makes a true friend | **Rubric Assessment of poem** |  | Criteria/Rubric for CC 9.9  The Art of Friendship |
| Unhealthy Friendships | CC9.8  CC 9.4  CR 9.2 | I can experiment with a variety of texts and forms (personal essay)  I can use and apply language cues and conventions to communicate meaning  I can select and use appropriate before, during and after reading strategies. | 1. Have student provide examples from texts they are familiar with, where people have been influenced negatively by their friends. 2. Students choose “Golden Girl” or “On the Sidewalk Bleeding” and work in groups of 4 to complete before, during and after activities 3. Student pair up with someone who read the alternate text and describe the main ideas and theme to their peer. 4. Students write a personal essay describing a fictional or non-fictional negative experience with a friend.  * Create criteria of personal essay * Review final product appearance * Complete pre-writing (mind map, free write, list) * Students draft on paper or using computers * Students use checklist to edit a peer’s work (from “CC during” reference in curr. Guide) * Students use checklist to do final assessment of their own work (from “CC after” reference in curr. Guide) | Exit slip – describe the reading strategies you used to read your text  **Rubric assessment of personal essay** | Students have choice of story  Story could be read aloud in pairs.  Story could be read aloud with prompting | “Golden Girl”  “On the Sidewalk Bleeding” |
| Family Relationship | CC 9.6 | I can participate in dramatic reading such as role play and dramatic reading  I can participate in large group discussion | 1. Provide background on sub-theme after students brainstorm list of words that come to mind when considering family.   “As a child, were you raised in a traditional family, with a mother, father, brothers, and sisters? Or were you raised by a stepmother, a grandparent, an aunt, or someone not a blood relative? Regardless of how people are related, families come in all shapes and sizes. Each family has its own unique personal, cultural, and religious beliefs and customs.  The essence of family is that people belong to each other and feel that they are responsible for each other. They support and give each other a sense of security, self-worth, and pass on their values, attitudes, and traditions. “   1. Students complete family opinionnaire. 2. Students read poem silently to themselves and then listen as it is read aloud a second time. 3. Students reflect on “after reading” prompts 4. Mini-lesson on dialogue 5. Co-create criteria for successful role play conversations 6. Students perform role play for class | Formative feedback on dialogue punctuation  Rubric assessment of oral role play presentation |  | “All” Leona Gom – Crossroads 9  Criteria/Rubric for role play  Handout |
|  | CC 9.5  CC 9.4  CC 9,8 | I can experiment with technology in order to communicate for a range of purposes  I can use language cues and conventions to communicate meaning  I can write to inform/advise | 1. Students complete before, during and after activities for “Instructions to My Mother” 2. Create criteria for successful Brochure 3. Students create brochure giving advice on parenting teenagers. | Formative feedback during before, during and after activities  Sticky note assessment during creating process  Rubric assessment of brochure | Can create more specific template for students who need prompting | “Instructions to My Mother” handout  Exemplars of brochure |
| Someone Special: What does it mean to be in love? | CR 9.2 | I can use before, during and after reading strategies appropriate to text and purpose. | 1. Students write a personal definition of love. What is the difference between infatuation and real or true love? 2. Students complete love opinionnaire 3. Discuss results in large group 4. Before Reading: Discuss title of “Masks of Love” – the words are not used in the poem but only in the title What do masks do? 5. During Reading: Think about the speaker and the question he is asked. Who do you think “they” are? Why would “they” think he is crazy? Why would the speaker have to wear a mask? 6. After Reading: Make connections – did you like this poem? Why or why not? What other things do people do when they are “in love”? 7. Exit slip: What are the specific qualities that describe the perfect lifelong mate for you? What are specific qualities you think your parents what for you to find in a lifelong mate? 8. Homework: As your parents/guardians – What specific qualities do you hope your son/daughter finds in a lifelong mate? What qualities do you think your son/daughter values most in a lifelong mate? | Discussion checklist  Exit slip | Re-phrase questions on love opinionnaire for students who have trouble comprehending | Handout – Masks of Love |
| Introduction to Shakespeare | CR 9.1  CR 9.3  CR 9.4  **CC 9.1**  **CC 9.4** | I can view, listen to, read, comprehend and respond to a text that addresses identity.  I can show that I understand how an author’s background can influence the way they write about different themes.  I can identify how a specific type of language has been used for a specific purpose.  I can identify how specific words have effected a text  I can demonstrate comprehension of a visual text  I can create and deliver a variety of personal, literary and informational communications  I can use cues to construct and to communicate meaning | 1. Introduction to Shakespeare – watch video 2. Follow prompts on Shakespeare handout | Exit slip – “What was life like during Shakespeare’s time?”  Formative feedback of reader/viewer response throughout – use sticky notes  Holistic Rubric assessment of End of Act writing activities  Discussion checklist throughout | Tasks at the end of each lesson are differentiated – help guide students toward appropriate activities.  Provide outline and graphic organisers for paragraph and essay structures | Intro to Shakespeare Video - <http://www.youtube.com/watch?feature=iv&v=9oPe7tG0vYs&annotation_id=annotation_829350&src_vid=vQGATTeg1Os>  Romeo and Juliet video |